Course Code:	1201QBT
Course Name:	Academic & Professional Skills Development
Trimester:	Trimester 3, 2017
Program:	Associate Degree in Commerce & Business
	Diploma of Commerce
	Diploma of Design
	Diploma of Graphic Design
	Diploma of Hotel Management
	Diploma of Criminology & Criminal Justice
	Diploma of Media & Communication
	Foundation Program
Credit Points:	10
Course Coordinator:	Mary-Anne Vale
Document modified:	9 October 2017

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

Prerequisites

There are no prerequisites for this course.

Note: This course is incompatible with *1020GIC & 1020QBT Academic & Professional Skills Development for Science and Technology.*

Brief Course Description

Academic and Professional Skills Development is a 10 Credit Point course within the Diplomas of Commerce, Criminology and Criminal Justice, Graphic Design, Hotel Management and Arts and Communication. The course is situated within the first semester of each of these programs. These Diplomas are designed to provide students with a pathway to:

* further university studies in related degrees or
* direct employment.

The course offers students a broad introduction to the skills involved in acquiring information and in displaying knowledge to others. It includes the basic knowledge and skills required to successfully participate in an undergraduate degree program and to operate effectively in a professional context.

Rationale

Academic and Professional Skills Development meets the needs of all students for the development of knowledge and skills within a university or professional context.

Aims

Academic and Professional Skills Development enables students to develop skills in three main areas along with the relevant academic language. The areas are interwoven throughout the course so that learning is maximised by ensuring that basic skills are consolidated before more advanced skills are introduced.

The first area covers general learning skills relevant to both a university or professional context. It includes skills related to academic integrity, individual learning approaches and strategies and analytical and critical thinking. It also enhances learning skills by developing awareness of the relationship between culture and educational style.

The second area of skills are those required to extend students' learning beyond lectures and textbooks. Students will learn techniques for recognising different types of texts, using the library and searching databases, understanding the production of research, reading the literature analytically and critically and applying knowledge to 'real world' contexts.

The third area is concerned with the skills students require to display information in the most effective manner. It deals with oral presentations, essays, case studies, reports and examinations. Among the written skills addressed are: citation and referencing skills, paragraphing, developing an argument, and using the literature to support an argument. This area also includes the oral skills needed in questioning and responding in a tutorial and in giving presentations.

Learning Outcomes

Upon the successful completion of the course you will be able to:

1. Adopt and use appropriate learning orientations and reflective practices in order to nurture identified skills required for the purpose of building academic and professional capabilities.

2. Select and / or evaluate scholarly literature, in order plan, analyse, synthesise, organise, and communicate relevant information through a range of academic contexts and modes;

3. Respond critically to topics, scenarios, questions or hypotheses in various written and spoken modes and display attribution of source material using accepted referencing conventions where required;

4. Use a range of co-operative learning and group work techniques to enhance collaboration experiences and outcomes;

5. Apply core values of academic integrity in own learning to build social and ethical responsibility.

Texts and Supporting Materials

Turner, K., Ireland, L., Krenus, B., & Pointon, L. (2011). Essential Academic Skills (2nd edition). Melbourne, Australia: Oxford University Press.

Do not purchase the 2009 revised edition of this textbook.

1201QBT Workshop & Tutorial Guide. Please purchase from the campus bookshop in time for your classes in Week 1.

Organisation and Teaching Strategies

The course consists of a two-hour lecture and one hour workshop and one hour tutorial each week. The lectures are interactive to enable maximum learning. You are encouraged to participate through asking questions, making comments and doing some short relevant exercises.

The workshops and tutorials are designed to enhance learning through the use of longer practical exercises. You will be involved in both individual and group work.

Course material is first presented to you in the lectures. It will be consolidated the following week during the tutorial and workshop.

Class Contact Summary

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and Tutorial and Workshop Guide.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge; engage in discussion to help yourself and others learn.

Consultation Times

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation times is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you on the Learning @ Griffith College website and you are advised to print these out and bring them to each class so that extra notes can be added.

Independent Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic All of this requires careful planning of your time. Expect to spend, on average, an additional 6 to 8 hours per week outside of the time spent attending lectures and tutorials, for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80% and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

See Teaching Schedule below.

Weekly Teaching Schedule

Week	Topic	Activity	Readings
1	1. The nature of learning at university; 2. Features of academic writing; Core values of Academic Integrity 3. Study management	Lecture	Chapter 1, pp. 1-15; Chapter 5, pp. 97-103; Chapter 5, pp. 107-112
	1. Getting to know you, getting to know the course; 2. Where to find help. 3. Learning how to discuss issues in tutorial	Workshop	Chapter 1, p. 14 and Chapter 3, pp. 60-61
2	1. Finding academic sources and reading academic texts	Lecture	Chapter 4
	1. Recognising plagiarism; 2. Paraphrasing with basic in-text citations; Academic Integrity activity	Tutorial	Chapter 5, pp. 97-103; Chapter 5, pp. 107-112
	1. More paraphrasing; 2. Tutorial discussion of a small section of the required reading	Workshop	Required reading
3	Using the literature and writing basic and developed paragraphs	Lecture	Chapter 5, pp. 118-127
	Searching for sources (Computer Lab Session)	Tutorial	Chapter 4, pp. 65-82
	1. Reading: learning how to read academic texts by reading your required reading; 2. More paraphrasing - with complicated in-text citations	Workshop	Required reading; Chapter 4, pp. 82 – 92; Chapter 5, pp. 110 – 111
4	Creating an argument (for an essay)	Lecture	Chapter 5, pp. 103 - 106; Chapter 6, pp. 138 – 145
	Writing a basic paragraph using one source.	Tutorial	Chapter 5, pp. 118 – 127
	1. Writing a basic paragraph using one source – building ideas; 2. Tutorial discussion on a source for your essay; building source notes.	Workshop	Chapter 5, pp. 118 – 127
5	Writing an essay	Lecture	Chapter 6, pp. 145 – 159.
	Writing a developed paragraph using two sources – building ideas	Tutorial	Chapter 5, pp. 118 – 127
	Writing a developed paragraph using two sources – building ideas; building source notes (cont'd)	Workshop	Chapter 5, pp. 118 – 127

6	Creating reference lists	Lecture	Chapter 5, pp. 112 – 117
	Computer Lab Session Creating an argument for an essay; 2. Essay writing and preparation: planning for the essay; building source notes	Tutorial	Chapter5, pp. 138 – 147.; Chapter 5, pp. 103-106
	Computer Lab Session Writing a draft of the introduction with background (including in-text citation) for the essay	Workshop	Chapter 7, pp. 151 -2
7	Giving academic presentations	Lecture	Chapter 10
	Computer Lab Session Writing reference list items for your essay	Tutorial	Chapter 5, pp. 112 – 117; Appendix A
	Computer Lab Session Writing reference list items; planning for the essay; building source notes (cont'd)	Workshop	Chapter 4, pp. 84-87;Appendix A
8	Report Writing	Lecture	Chapter 8, 179 – 181
	Practicing presentation skills; academic integrity check	Tutorial	Chapter 10
	Presentation group meeting	Workshop	Chapter 9, Managing micro processes, pp. 211 – 216
9	Case Studies	Lecture	Chapter 8, pp. 169-179
	Report writing practice (Recommendation paragraph)	Tutorial	Chapter 8, 179 – 181
	Presentation group meeting	Workshop	
10	Reading a research report	Lecture	Chapter 8, pp. 169 – 179
	Writing a recommendation paragraph in response to a case study problem	Tutorial	Chapter 8, 179 – 181
	Presentation group meeting	Workshop	
11	Case studies, reports and revision	Lecture	Chapter12, pp. 255 - 258; Chapter 13
	Presentation assessment	Tutorial	
	Presentation assessment	Workshop	
12	Theories about learning; Examination techniques.	Lecture	Chapter 1 and 11
	Examination practice and revision: writing short answer questions; re-visiting recommendation paragraph structure	Tutorial	Chapter 8

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Step 1: Essay Plan andDraft Body Paragraph	10%	1, 2, 3, 5	Weeks 6, 7 and 8 (marking schedule to be created by your tutor)
2	Step 2: Essay	30%	1, 2, 3, 5	Week 9
3	Group presentation	20%	1, 2, 3, 4, 5	Week 11
4	Final examination	40%	1, 2, 3	Exam Period

Assessment Details

The assessment is designed to allow you to develop and display the academic skills taught in the course.

Step 1: Essay Plan and Draft Body Paragraph (Weeks 6, 7 & 8)
You are required to complete the Essay Plan and draft your paragraph in class time and at home. You are required to consult with your teacher and discuss your work on an ongoing basis. Your Essay Plan and Source Notes must be graded by your teacher in Week 6, 7 or 8 in class. Step 1 will assess your ability to analyse the essay topic, select and read sources analytically and critically, construct an argument, avoid plagiarism and identify citations.

The Essay Plan and Draft Body Paragraph must be retained and presented to your teacher when required at any time in the trimester.

Step 2: Essay (Week 9 - submit to Turn It In)
The essay will assess your ability to select and read relevant sources analytically and critically; avoid plagiarism; paraphrase and quote skilfully; use citations; write coherent paragraphs; link paragraphs in a logical order; write an introduction and conclusion; create an argument in an essay format; and use knowledge from academic sources.

A requirement for submission of your Essay is that it must be uploaded to Turnitin via Moodle for checking the originality of your work. Your essay will be marked in Turnitin via GradeMark. You will be able to see your mark and teacher comments by viewing your essay

in Turnitin. You will also be able to see your mark in the student portal.

If you do not submit your essay to Turnitin via Moodle, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for your assignment.

You may submit your essay to Turnitin via Moodle as many times as you like before the final submission. Use early submission to check for plagiarism. If there is plagiarism, you may correct your essay and re-submit as many times as needed before final submission. Submit the final copy of your essay to Turnitin via Moodle by the due date . In addition, submit a paper copy of the Griffith College Cover Sheet to your tutor (ensure that all sections are completed) OR check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

Group Presentation (Week 11)
The group presentation assesses your presentation skills within an academic context. You will be assessed by your tutor for the quality of your group presentation and your peers may be asked to provide feedback on the group performance. Your group will be required to submit records of meetings, a paper copy of your PowerPoint presentation, and complete a group reflection on how the group worked together to achieve their goals.

A requirement for submission of your notes and PowerPoint presentation is that they must be uploaded to Turnitin via Moodle for checking the originality of your work.

If you do not submit your notes and PowerPoint presentation to Turnitin via Moodle, you will receive a Did Not Submit (DNS) mark, that is, you will receive no mark for your group presentation.

You may submit your notes and PowerPoint presentation to Turnitin via Moodle as many times as your like before the final submission. Use early submission to check for plagiarism. If there is plagiarism, you may correct your work and resubmit. Follow this process of checking and correction as many times as needed before final submission. Submit the final copy of your PowerPoint presentation to Turnitin by the due date (the day you have your tutorial). You are requested to submit a paper copy of the PowerPoint presentation to your tutor on presentation day. In addition, submit a paper copy of the Griffith College Cover Sheet to your tutor (ensure that all sections are completed) OR check boxes at the point of submission in Turnitin via Moodle may appear requiring you to agree to authentication questions. These can provide evidence of authorship, if necessary.

Final Examination (Exam Period)
The final examination is a practical assessment of the skills and theory covered in the course. It contains a range of question types which test your knowledge of course content; a short case study and the opportunity to write a developed academic paragraph displaying your academic writing skills.

REQUIREMENTS FOR A GRADE OF PASS OR HIGHER

In order to achieve a Pass grade or higher in 1201QBT you MUST gain 50% or more of the total marks in the course.

Submission and Return of Assessment Items

Normally you will be able to collect your assignments in class within fourteen [14] days of the due date for submission of the assignment. If your assignment is being moderated externally, this process may take twenty-one (21) days.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assignment, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. Griffith College Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Assessment Feedback

Your assessment will be marked so that you can learn from your work. Feedback will be provided on a detailed criteria sheet (or in Turn It In) so that you can see the level you have reached in any skill. Your tutor will provide comments on your work (in written form). Your tutor will be happy to discuss your assignment further, if you wish. You may see your tutor in his/her consultation time.

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication	Yes	Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research	Yes	Yes	Yes
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity	Yes	Yes	Yes
Self-Directed Learning	Yes	Yes	Yes
Team Work	Yes	Yes	Yes
Cultural Intelligence	Yes	Yes	
English Language Proficiency	Yes	Yes	Yes

Additional Course Information

Teacher and Course Evaluations

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's online evaluation tool whenever these are available.

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of any allegation of academic misconduct made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.